

INDUSTRY EXPECTATIONS OF ENTRY LEVEL COMPETENCIES
FOR HOTEL MANAGER TRAINEES GRADUATING FROM
A UNIVERSITY HOTEL AND RESTAURANT
PROGRAM

By

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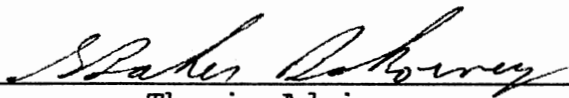
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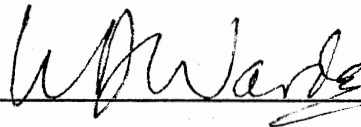
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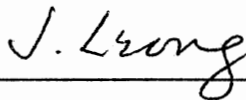
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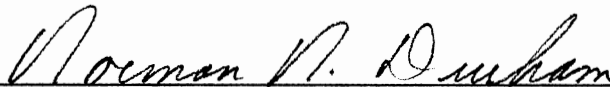
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From the depth of his emotions the author would like to take this opportunity to convey his heart felt gratitude to his Mother and Father for all those years of pushing, guiding and instilling of values that have finally paid off, leading the author to this new plateau of excellence that he now finds himself at. "Through the years, for all those, God knows countless number of times when it would have been so much easier to give up as a lost cause, you didn't. For always being there whenever needed, for your love and for your support, THANK YOU! I love you".

Finally, the author would like to dedicate his thesis to his new bride, Sangeetha, "Thank you for coming into my life and bringing so much joy with you".

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CHAPTER I

INTRODUCTION

The U.S hotel and motel industry was originally an entirely British transplant. The first hotelier was Samuel Coles who arrived with the first shipload of Puritans in 1630 and opened his tavern called the Coles Ordinary in Boston in 1634. It was later called the Ship Tavern (Gomes, 1987).

In the earlier days of the Colonies, almost the entire population of the New World consisted of transients for whom the availability of inns and taverns was a necessity rather than a luxury. Thus community support became involved with the American hospitality industry from the beginning.

Further innovations and modifications of the European system of innkeeping gave new direction and added dimension leading to the development of the hospitality industry as is seen today in the United States (Gomes, 1987).

Herman Kahn, the famed futurist, in 1979 stated that the tourism and hospitality industry would be the world's largest industry by the year 2000. Somerset Waters, the editor of "The Big Picture" (1987 edition of the Travel World Year Book), stated that the hospitality and tourism industry is the world's largest industry, comprising of 11.4 percent of the world's GNP (Hawkins and Hunt, 1988).

In the United States alone travel and tourism made up a \$269 billion industry in 1986 and the figure was estimated to be at \$300 billion for 1987. The industry is the nation's third largest following only retail food merchandising and the auto industry. It relates to more than \$33 billion in tax revenue for Federal, State and Local governments (Lima, 1988).

According to Michael De Luca, the lodging industry by itself employs some 1.4 million people and will account for some 100,000 new jobs by the turn of the century. By the year 2000, he predicts that Hospitality will be considered the largest industry in the United States with a total of 3 million hotel rooms hosting some 2.6 million guests on an average day.

The hotel industry in particular reports a robust growth period during the 1980s with construction of new properties and large scale renovations of the existing hotel properties (Tas, 1983).

To quote Thomas Arasi, Lodging Hospitality, November 1988:

The nation's Gross National Product (GNP) has grown 2.6 percent, compounded annually since 1972, while room demand has grown 2.3 percent. Long term regression analysis indicates that guest room demand increases at approximately 85 percent of GNP (page 28).

However, according to Laventhol and Howath, during 1986 and 1987, lodging room demand grew 4.6 percent and 5.3 percent respectively, to 654 million occupied room nights. These rates are well above the longer - term 2.3 percent

historical demand growth rate (Arasi, 1988). There was also a rise in the national occupancy rate from 62.4 percent in 1986 to 62.9 percent in 1987 and the published hotel room rates rose an average 8.4 percent during the same period according to a national report put forth in the March 7th and May 30th, 1988 issues of the Hotel and Motel Management.

To quote D.E. Hawkins and J.D. Hunt from their article on Travel and Tourism Professional Education:

Tourism is directly dependent upon economic conditions conducive to GNP growth and disposable income increases, which signal higher propensities to purchase travel and recreational products. Approximately 25 percent of the world's countries have reached developed or newly industrialized status, yet they represent 85 to 90 percent of the world's economy and travel market. Forecasters have estimated that 50 to 60 percent of the world's countries will reach industrialized status by the year 2000, which could more than double the world's travel market (Page 8).

According to Tas, management is gradually becoming sensitive to the variables that impact on the industry as a whole and is closely watching developing trends.

According to a Research study conducted by Ploy Research Inc., of Los Angeles, in 1988, Called the "Hotel & Travel Index CTC front line Report on Leisure Travel", the strongest growth trend was in the retired - couples and young - persons - without children categories. Other growth markets included honeymooners, single mature women and single young women (Feiertag, 1988). The Female Corporate Traveler represented 40 percent of all business travelers, 59 percent of personal and pleasure travelers and 65 percent

of all Convention travel in 1988. By the 1990s, she will rise to 50 percent of all business travelers.

Another source of major income is from the Baby Boom generation which includes everyone born between 1946 and 1964. They have the most disposable income and are considered to be impulsive spenders, spending above the national average for rooms, representing more frequent - stay programs, business trips and will frequently travel for pleasure and personal reasons.

Finally lower airfares, attractive roomrates, cheaper gasoline prices, increase in disposable income of the average American family and a generally strong overall economy and service industry growth have been beneficial to the lodging industry as they strongly impact on the demand for accommodations. Leisure travel still being within the budget of most families (Arasi, 1988).

Though the hotel or lodging industry has been in existence for a number of centuries, it is only recently that the industry has developed into such a complex management system whose ultimate objective is to satisfy specific societal needs, yet maintain a satisfactory profit margin (Tas, 1983). Professionalism in the hospitality industry will continue to expand, attracting a new generation of professionals committed to a creed of services to the Traveler.

Hospitality managers in order to stay competent must now have a breadth of knowledge spanning management, psychology, economics, engineering, architecture,

accounting, food technology, marketing and law. They must be mobile; long hours and work during evenings and weekends are the rule, rather than the exception (Shaner, 1978).

Statement of the problem

Until about a decade ago, only a small percentage of hotel managers and executives had a formal education in hospitality management. Today, the college campus is the foremost training ground for tomorrow's hotel managers.

Cornell University opened the nation's first four year hotel school in 1922. Michigan State University was next, in 1927. As of 1988 there were 160 schools in the US offering four year hospitality degree programs with an enrollment of 20,000 students and 750 faculty members. Furthermore, there are about 750 community colleges and vocational schools offering a two year program (Avery, 1988).

As recognition of the complexity and the magnitude of the hospitality industry has grown, so also has the increased concern for improving formal education in the field. This has lead to numerous questions about roles of various levels of the formal education system, curricula content and other related issues (Hawkins and Hunt, 1988).

Though it is a well known fact that university and college hotel and restaurant programs should respond to the needs of the industry, controversy remains as to how well this is being accomplished (Quinton, 1988). "The real world" concept is not alien to the world of education, but in

professional preparation for a vocation, theory often replaces technique. K.M. Haywood said:

For decades, hospitality management programs as well as the Universities in which they are housed have been severely chastised for ignoring or being aloof from the "real world". Until recently there simply has not been a real need for either Universities or industry to specifically address the relationship of Universities and industry. Now, the situation is changing and Universities are experiencing a concurrent trauma of truly strategic issues: a redefinition of their mission and implementation problems created by more University - industry interaction that has not been fully anticipated (page 21).

While the hospitality industry recognizes a degree as an essential credential for entry level managers some tend to discount the knowledge it represents. According to Avery they feel that the hospitality schools are preparing students to enter the Industry but not to be there. Thus most new graduates find themselves in Corporate manager training programs and are frustrated to find the Corporate training contradicting what they were taught in school, a dichotomy reflecting stresses and tensions between the hospitality industry and its academic counterpart.

Thus if both, the "real world" of employment and education are to be truly effective, co-operative efforts to educate and train students to be better managers must be developed. Perhaps specific courses in the curriculum can be changed to place students in their "real" vocational "world" as a part of their educational experiences. For, as according to Hawkins and Hunt, while the nature of

opportunities and problems in the industry are highly varied, any university educational program which does not consider all functions will be simplistic and ineffective in providing well educated and skilled professionals. And skilled they must be in order to be successfully incorporated into the modern business world that operates in the most dynamic and fluid environment ever known to man.

As competition heats up and the industry grows more complex, effective management becomes all the more crucial. Thus, administrators and instructors in educational institutions are becoming increasingly concerned about the competencies needed by their students as they enter the job market. Planning a curriculum to train students for work in the rapidly changing technological and social environment puts an emphasis on understanding the needed competency levels. The educational community must maintain current and accurate data to use as the basis for reviewing and developing relevant curriculum. Educators as well as business people need information concerning technological changes. The continued incorporation of new technology within the business office necessitates periodic review of the changes much as they relate to competencies needed by effective employees.

Purpose and objective of the study

As the industry assumes increasing responsibilities in an ever-changing society, the hospitality and tourism professionals must be willing to become involved in

addressing issues of critical importance to industry and education alike. A key to future success lies in the ability to take advantage of existing opportunities, and from these create new innovative possibilities for the area of hospitality education (Bosselman and Fernsten, 1988).

Competency development in the hospitality industry, regardless of the level, has traditionally been gained through a variety of formal and informal education delivery systems and on-the-job training (Hawkins and Hunt, 1988). However, endless debate remains as to who should have the power to create and administer programs to prepare students for entering their field of study. Scholars at universities and colleges often consider academia as a sacred domain and argue that industry control over educational programs is a dangerous thing. On the other hand, industry seeks mere involvement and input into programs which produce candidates who will be seeking jobs in the industry. As industry and education listen to each other, it becomes more apparent that both are seeking the same goals (Quinton, 1988). According to Morris it is the hospitality industry which ultimately casts its ballot for or against education in hotel and restaurant administration by placing the graduates on the payroll. So that both, educators and potential employers may better understand each other's needs, the general purpose of this study is to identify the competencies required of entry-level hotel manager trainees as perceived by general managers employed by the hotel industry. As, according to K.M. Greenwood, 1972:

Whenever educational programs are evaluated in terms of student outcome, the improvement of the quality of such programs can be directed with greater clarity and appropriate revisions can be structured in the curriculum (page 2).

The objectives of this research study are:

1. To identify the various competencies expected to be held by entry level management trainees as seen by general managers of the hotel industry.
2. To determine if there is a relationship between selected variables and the ranking of those job competencies.
3. To draw conclusions based on the research findings and make appropriate recommendations as to curriculum development of the hotel and restaurant program.

Hypotheses

The null hypotheses to be tested in this research are:

- H1 There are no significant differences between the rating of importance of competencies for entry level manager trainees as associated with the age of the hotel general managers.
- H2 There are no significant differences between the rating of importance of competencies for entry level hotel manager trainees as associated with the number of years of experience of the hotel general managers at their present position.

H3 There are no significant differences between the ratings of importance of competencies for entry level hotel manager trainees as associated with the level of education of the hotel general managers.

Assumptions

Richard F. Tas, unpublished Doctoral Dissertation, Oklahoma State University , 1983, stated that:

A hotel general manager requires a working knowledge of all aspects of a hotel operation to effectively perform his/her responsibilities. This includes an understanding of hotel employee duties and responsibilities (page 7).

It is therefore, the assumption of the researcher that the general manager of a hotel is the best judge of the required entry level competencies for hotel manager trainees to have in order to be successfully incorporated into the hotel industry.

It is also the assumption of the researcher that the hotels used in the research population belong to one of the top hotel chains in the World with well defined manager training programs and manager trainee expectations.

Finally, it is assumed by the researcher that all responses are voluntarily made by the respondents and that each respondent is capable of making honest and unbiased responses.

Limitations

The researcher acknowledges the following limitations to the research undertaken:

1. The sample is the General Managers of the Hyatt and Marriott chain of Hotels located in the United States of America only.
2. The survey instrument may be mailed at a time that the hotel general managers are extremely busy and a few may have their assistants fill out the questionnaire.

Definition of terms

1. Curriculum: A series of courses whose goal is the attainment by the student of a high standard of education in the broadest sense of the word (Good, 1973, page 12).
2. Job Competency: Those activities, skills or performances deemed essential to assume the duties of a specific position in the industry (Morris, 1973, page 7).
3. Competency: Knowledge, skills, attitudes, understanding and judgement which a student demonstrates at a predetermined proficiency level (Tas, 1983, page 7).
4. Job Competency Expectation: Those activities, skills or performances on the job which are deemed essential at the entry-level of management; that group of skills anticipated by industry operators as being required of hotel and restaurant graduates when employment in hospitality is first begun (Morris, 1973, Page 7).
5. Entry Level Position: That group of tasks, duties or performances selected as the basis for a job filled by

one individual; entry level implies minimum performance standards for a beginner in that job (Morris, 1973, page 7).

6. Hotel General Manager: The person responsible for defining and interpreting the policies established by top management. This person requires a working knowledge of all phases of the hotel property (Tas, 1983, page 8).
7. Hotel Manager Trainee: An individual graduated with a Bachelors degree in Hotel and Restaurant Administration, and employed by a hotel company in an entry-level managerial position to develop technical and conceptual competencies (Tas, 1983, page 8).
8. School of Hotel and Restaurant Administration: An administrative academic unit that offers a four-year university degree program which provides professionally oriented training and education to prepare students for managerial positions in the hotel, restaurant and tourism industry (Tas, 1983, page 8).

CHAPTER II

LITERATURE REVIEW

This chapter reviews some of the key background issues that are pertinent to this research. They will be covered under three major headings: 1. The Competency Concept; Competency-based education; and 3. Barriers to successful university-industrial interaction in developing good competency based education programs.

The Competency Concept

(Competency suggests the mastery of basic knowledge in a given field) It differs from authority in that, competency implies more than mere knowledge but does not imply absolute, outstanding knowledge on the part of a particular person. Authority, on the other hand, indicates the mastery of the higher reaches of the said field (Pearson, 1980). To quote Gale and Pol, Educational Technology, 1975:

Competency, by Definition is tied to a position or role. It is the abilities, knowledge, skills, judgement, attitudes and values required for successful functioning in the position or role. Possession of these critically required abilities, knowledge, judgement, skills, attitude and values - and the proficient use of the same - is what yield competence in an individual (page 20).

Now the question arises as to how to establish which levels of performance fall above the competency mark and

those which fall below? In other words how are the criteria for competency established? The answer lies in the fact that to attribute competency to a person is to commend the person in some way. It indicates the level at which a person's performance becomes commendable. Judgments of competency then are value judgments. As Allen T. Pearson, Educational studies, 1980, indicated:

The criteria that are used to pick competent performances will have to indicate value premises. This is not at all to suggest that judgments of competency are less objective or less rational than judgments that do not include values. It does suggest though that judgments of competency will be more difficult and controversial than those judgments which are purely factual in nature (page 147).

Furthermore, one can say that judgments of competency are value judgments because competence is always directed towards some end or purpose or goal. To what end is the person competent? What goals are needed to be achieved by this competent person? This indicates that in order to make a competency judgment, one must identify the characteristics by which one can tell whether a person meets the standard which is held to be desirable or competent.

Finally, the last step in the competency concept is the judgment of the skills of a particular person. Once the goals and objectives to be achieved have been set and the standards needed to achieve these objectives have been identified, then one must find out if the particular person in consideration has the skills required (Pearson, 1980).

Thus because competence is so complex a concept and many of its elements are extremely difficult to identify it would appear to be very frustrating to those interested in designing and implementing formal educational programs intended to help students acquire the required competency (Gale and Pol, 1975).

Competency-Based Education

William G. Spady of the National Institute of Education defined Competency based education (CBE) as:

A data-based, adaptive, performance-oriented set of integrated processes that facilitate, measure, record and certify within the context of flexible time parameters the demonstration of known explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life roles (page 10).

A distinction must be made between traditional education versus competency-based education (CBE). Traditional programs expose students to a specific number of courses and practicum with the assumption that the student taking the courses aggregates a certain grade point average, thus being ready to practice in his or her chosen field of profession. In a CBE program, the student is exposed to a number of essential competencies of the chosen profession with the assumption that if he/she performs these competencies and acquires them at their own rate, then only are they ready to practise in the profession (Hart, 1976).

The real strength of the CBE concept lies in its emphasis on the total program. As Camille G. Bell, 1976 put it:

No longer can we ask as educators ask ourselves merely: "What do I want students to learn in my course?" The studies and learning opportunities of students must meet specific objectives developed on assessed needs in the profession. The resulting output can be evaluated against standards or a set of criteria (page 136).

However, much confusion does exist in differentiating between the essential characteristics and implementation methodology. Modern technology and modular packages of learning experiences are but mere tools. They do not automatically guarantee a successful CBE program. For the program to be successful, identification of competencies, objectives and performance criteria must be clearly defined (Hart).

The basic components of all CBE programs are:

1. Statement of behavior.
2. Subject matter.
3. Learning opportunities.
4. Evaluation.

Statement of Behavior

Behavior is an essential component of all CBE programs. An objective must be a statement of the behavior the student is to acquire. It should specify what the learner will be able to do on completion of the program. These behavioral objectives must include both the behavior and the atmosphere

in which this behavior is to operate. The objective is the desired behavioral change in the context to the requirements of the stated profession being trained for.

Subject Matter

The selection of subject content for a CBE program must include that which is most relevant to the objectives to be achieved. This is developed by identifying the basic concepts of the profession and the key ideas relating to those concepts. In order to select these significant concepts several authority bases such as employers, experts in the field, government representatives, faculty members and students in the program must be involved. Selecting basic concepts that are current and significant to the competencies necessary for a profession should constantly be emphasized and the organization of these concepts into a workable framework is necessary to achieve continuity and sequence.

Learning Opportunities

All CBE programs are designed to give students ample opportunities to learn specific activities where by situations are so arranged that the students have the possibility of engaging in the desired behavior in a controlled environment. For example, if the objective is to acquire skills in problem solving, the student then must be given ample opportunities and practise to solve problems.

Designing these learning opportunities is based upon the prediction that if students become actively involved in designated learning opportunities, then the specific objectives will probably be achieved. Productive learning experiences can then be applied to a variety of situations.

Evaluation

The final component of the CBE concept is the evaluation of the program. This must be a continuous process of collecting and interpreting information used to judge the viability of the program.

The criteria for evaluating a CBE program are based on the behavioral objectives set out to be achieved. These objectives must be evaluated in the light of their clear definition, specificity, sequence and description.

After all, all educational programs are considered to be successful or unsuccessful only to the degree to which their effects can be determined. (Bell, 1976).

Barriers to successful University-Industrial Interaction in developing good Competency-based Educational Programs

The role of the University in society has come under increasing amount of attention during the 1970's and the 1980's. Under the pressure of several new forces and development trends, this role is gradually being extended from that of a provider of elites to the role of an active and responsible participant in the improvement of collective

welfare. According to Michael K. Haywood, Hospitality Education and Research Journal, Vol 11, 1987:

Universities and hospitality management programs have suddenly found themselves in the middle of a mix of converging trends, each calling for an increased interaction with their environment (page 22).

In August 1981, the committee on the future role of universities in Ontario recommended that universities should continue to develop closer links with industry and government, particularly when research relevant to the universities is involved (Haywood, 1986).

However, there are barriers to this crucial interaction between industry and universities. Haywood cited four major barriers:

1. Industrial barrier.
2. University barrier.
3. Faculty barrier.
4. Growth and steady-state barrier.

Industrial Barrier

Large hospitality organizations that conduct their own manager training programs tend to shun academic educational programs. According to Cossaboom and Cossaboom, 1981, wherever and whenever education is discussed, the criticism that students do not learn enough about the realities of business and its environment is voiced. On the other hand smaller hospitality companies tend to underestimate the relevance of these programs and consider them to be a costly luxury. Furthermore, there are the numerous stereotypes

about the capacity of university professors to provide meaningful and timely answers to applied problems. To quote from Cossaboom and Cossaboom, Financial Executive, September 1981:

Academicians are victims of intellectual inbreeding too often publishing in academic journals directed to fellow academicians and not related to business practitioners (page 14).

University Barrier

The possible impact of industrial intervention on the mission of the university which primarily is teaching, has been viewed with some apprehension. Adding industrial responsibilities to the already heavily loaded teaching resource of the department may affect it adversely.

One common barrier is the lack of support from university authorities who consider industrial interaction as unimportant sideline activities. Thus resource allocation for maintenance of permanent links with industry are postponed, making it an unreachable goal. According to Haywood, universities suffer from organizational inflexibility and as a producer system are ill-adapted to an efficient interface with the industry.

Faculty Barrier

Perhaps the worst barrier of all is the acute shortage of faculty willing to contribute steadily to industrial education.

Among the various activities requiring the attention of professors, industry interaction is just one of them. It's importance is thus undermined. Further, such interactions may require qualifications that may be alien to the traditional background of some faculty members. For instance, they may find it difficult to put up with the administrative chores that industrial interaction forces upon them and the industry's insistence on economical or less than optimal solutions, may be a source of frustration.

Growth and Steady-State Barrier

The difficulty of self financing these interactions from the extra percentage of overheads that are usually added by universities to the budgets on top of direct costs, pose a major financial constraint.

Secondly, there is the problem of other private enterprise firms who consider this select interaction between Universities and certain firms only, as a form of unfair competition (Haywood, 1986).

CHAPTER III

RESEARCH METHODOLOGY

The purpose of the study undertaken, is to help the researcher identify the competencies needed by the entry level hotel manager trainees as expected by the general managers of the hotel industry. The researcher feels that the identification of these important competencies would help universities develop their curriculum to meet these needs. This chapter discusses the research design used and the population description.

Research Design

The type of research used in this study is Descriptive research. It involves hypothesis formulation and testing, analysis of the relationships between select variables and the development of generalizations. The data used in this type of research is generally collected through a questionnaire survey, an interview or actual observation of behavior (Best, 1981).

According to Best:

It is very difficult to determine the Validity and Reliability of data-gathering instruments or procedures such as observation, interview, or the use of the questionnaire, in which the responses are more qualitative than quantitative, yielding data that are not

ordinarily measurable. One can speculate about ways to improve the validity and reliability of these procedures, but precise determinations of the degree to which they are achieved is elusive (page 154).

However, according to Best, these can be achieved to a greater degree by carefully designed structure using the critical judgement of experts in the field of inquiry in selecting those questions that are essential to the purpose of the research study in order to ensure that the information received is indeed significant to the study.

The Questionnaire method of design was used in the research in order to gather data in order to test the relationship between the independent variables of age, number of years of experience at the present position and the level of education of the hotel general managers and the dependent variable of importance of specific manager trainee competencies.

The competencies developed in the questionnaire were formulated by the researcher by relying on his personal management experience in the hotel and restaurant industry, the academic curriculum offered by the School of Hotel and Restaurant Administration at Oklahoma State University as well as with the interaction and advise of his thesis research committee.

The validity of the questionnaire was evaluated by the Committee and the objectives of the study were kept in sight as the criteria to determine whether the competencies in the questionnaire would actually result in the collection of essential data significant to the research study. They

helped the researcher in changing or deleting several questions from the original draft of the questionnaire that were considered to make no contribution to the attainment of the objectives of the study. A copy of the questionnaire is shown as Appendix B. The cover letter used to accompany the questionnaire is shown as Appendix A. The researcher feels that the letter appropriately aims at the attainment of the objective of the research.

The questionnaire was designed in four parts. The first part dealt with the hotel general manager's professional profile. An inventory of age, number of years in the hotel industry, number of years as a general manager and the level of education was taken.

The second part of the questionnaire dealt with an inventory of competencies. In order to facilitate the identification of job competencies which the respondents expect Hotel and Restaurant graduates to be able to perform at the entry level management position, they were asked to rank the job competencies as Essential, Most Desirable, Desirable and Non Essential. The data is reported in Chapter IV.

In the third part of the questionnaire, it was the intention of the researcher to have the respondents rank the seven departments of the hotel from 1 to 7 (1 being most important and 7 being not necessary), as areas in which a manager trainee graduating with a hotel and restaurant degree should have a good knowledge. These seven areas are Front office, Food and Beverage, Banquet and Catering Sales,

Room Sales and Marketing, Housekeeping, Personnel and Accounting. Unfortunately many respondents gave values of equal importance to all seven departments listed instead of 1 to 7. Thus, though frequencies could be determined, relationship analysis could not be performed as not all the respondents marked 1 through 7. In fact, one individual gave a 0 to all 7 areas which was not in the rating scale at all while a couple more did not mark this part of the questionnaire at all. Thus, in the best interest of the research study, this part of the questionnaire was thrown out from the analysis of relationships altogether.

In the final part of the questionnaire, the respondents were asked to put down some additional thoughts of what additional skills they would like manager trainees to develop in a Hotel and Restaurant school in order to help them be successfully incorporated into the industry. This information has been used in discussion by the researcher in Chapter IV.

Upon receipt of the data, they were completely analyzed and interpreted. The Chi-square statistical technique was applied to the data. Age, the number of years at the present position and the level of education of the general managers were related to the ranking of the job competencies listed to see if there were any significant influence of these factors on the rankings. The results of the data analysis and the discussion of their implications are dealt with in Chapter IV of this study.

Population

The population used in the study were the General Managers of the Hyatt and Marriott chain of hotels in the United states of America. Questionnaires were sent to general managers of 81 Hyatt hotels and 163 Marriott hotels that were in operation in the United States at the time the survey instrument was sent out. In order to obtain the addresses of these hotels, the researcher contacted the Corporate Head Quarters for both the hotel chains and obtained a Hotel directory of both the chain of hotels. A total of 244 questionnaires were sent out (81 Hyatt and 163 Marriott) and a total of 125 general managers responded from both the hotel chains, amounting to 51% rate of response.

The researcher selected these two chain of hotels because he felt that they are considered to be the leaders in the Hospitality industry in the United States of America with well developed university recruitment and selection procedures as well as well defined manager trainee programs, not to mention on-going career advancement and training seminars and programs for their staff and executives periodically from time to time. Thus, the researcher felt that they would be the best judge of the competencies needed to be concentrated upon, given their enormous success and continued growth as leaders in the hotel industry both domestically as well as abroad.

CHAPTER IV

RESULTS AND DISCUSSION

The objectives of this research study were: 1. To identify the various competencies expected to be held by entry level management trainees as seen by general managers of the hotel industry; 2. To determine if there is a relationship between selected variables and the ranking of those job competencies; 3. To draw conclusions based on the research findings and make appropriate recommendations as to curriculum development of the hotel and restaurant program. The previous chapter outlined the methodology used and the design of the questionnaire in order to satisfy these objectives. This chapter deals with the analysis and reporting of the data received from the respondents. An example of the questionnaire is shown in Appendix B.

In this chapter each item of the questionnaire is presented as a frequency of the total number of respondents or as a percentage of the respondents who selected a particular option.

In the analysis of data, the chi-square analysis was applied to determine the relationships between the independent variables of age, number of years as a general manager and the education level of the general managers, and

the dependent variables of the manager trainee competencies listed.

The Chi-Square Test

In order to reject the null hypothesis the computed value of X^2 must equal to or exceed the appropriate Critical value from the X^2 table at the .05 or the .01 level of significance (Best, 1981).

For the purpose of this study, the researcher set the level of significance (Alpha level) to be at .05. The rejection or acceptance of the null hypothesis is based upon the level of significance. According to Best:

Rejecting the null hypothesis at the .05 level indicates that a difference in means as large as that found between experimental and control group would not likely have resulted from sampling error in more than 5 out of 100 replications of the experiment. This suggests a 95 percent probability that the difference was due to the experimental treatment rather than to sampling error (page 271).

The Critical value of Chi-Square in this research was sought at the .05 level of significance and the degree of freedom calculated at being equal to 1. This value came out to be equal to 3.84146.

In reporting the data, the researcher first presents the frequency distribution of the hotel general manager's professional profile followed by which he will discuss the Chi-Square analysis of the influence of age, number of years as a general manager and the level of education of the

respondents on their ratings of each of the competencies listed in the questionnaire.

Hotel General Manager's Professional Profile

Age of the General Managers

The age of the general managers who participated in the research ranged from 30 - 39 years to 50 - 59 years of age. Their frequency distribution appears in Table I.

TABLE I
AGE OF THE GENERAL MANAGERS

| Age | Frequency | Percent |
|---------|-----------|---------|
| 30 - 39 | 54 | 43.2 |
| 40 - 49 | 62 | 49.6 |
| 50 - 59 | 9 | 7.2 |
| Total | 125 | 100.0 |

The maximum number of respondents were between the ages of 40 - 49 years. Data from this questionnaire item was used to determine if a relationship existed between this variable and the ranking of the job competency expectations held by the general managers for entry level manager trainees. Table VII presents the data from the relationship computations using the findings presented in Table I.

Number of years in the Hotel Industry

In this category, the responses ranged from less than 5 years to more than 20 years. The researcher found the majority of the respondents (33.6%) had worked for more than 20 years in the hotel industry. Their frequency distribution is presented in Table II.

TABLE II
NUMBER OF YEARS IN THE HOTEL INDUSTRY

| Year in Hotel Industry | Frequency | Percent |
|---------------------------|-----------|---------|
| Less than 5 | 1 | 0.8 |
| 5 - 10 | 9 | 7.2 |
| 11 - 15 | 36 | 28.8 |
| 16 - 20 | 37 | 29.6 |
| more than 20 | 42 | 33.6 |
| Total | 125 | 100.0 |

Number of years as a General Manager

Most of the general managers amounting to 54.4%, were less than 5 years in their present position as a general manager. Their frequency distribution is shown in Table III.

TABLE III
NUMBER OF YEARS AS A GENERAL MANAGER

| Years as General Manager | Frequency | Percent |
|-----------------------------|-----------|---------|
| Less than 5 | 68 | 54.4 |
| 6 - 10 | 38 | 30.4 |
| More than 11 | 19 | 15.2 |
| Total | 125 | 100.0 |

The data from this item on the questionnaire was used in calculating its relationship to the ranking of the job competencies for hotel manager trainees. The results of those calculations are presented in Table VIII.

Level of Education acquired by the General Managers

Though the respondents had a choice of responses from did not complete High school to a Doctorate degree, responses were distributed between High School diploma, Associate degree, Bachelors and Masters degree. The majority of the respondents (67.2%), had a Bachelors degree. This data was used to calculate the effect of the level of education of the general managers on their rankings of the competencies for entry level manager trainees. Table IX shows the results of those calculations.

The frequency distribution of the level of education acquired by the respondents is presented in Table IV.

TABLE IV
LEVEL OF EDUCATION OF THE GENERAL MANAGERS

| Education | Frequency | Percent |
|------------------|-----------|---------|
| High School | 14 | 11.2 |
| Associate Degree | 12 | 9.6 |
| Bachelors Degree | 84 | 67.2 |
| Masters Degree | 15 | 12.0 |
| Total | 125 | 100.0 |

Major Field of Study

Though this variable is not used by the researcher to calculate the existence of a relationship between the independent and dependent variables, he was curious to inquire the field of study that the general managers possessed. The responses were classified under three categories: Hotel and Restaurant, Business and Other. The "Other" category also took into account all those with a High School diploma. The majority of the respondents indicated their field of study to be in Hotel and Restaurant. The distribution of frequencies is indicated in Table V.

TABLE V
MAJOR FIELD OF STUDY

| Field of study | Frequency | Percent |
|--------------------|------------|--------------|
| Hotel & Restaurant | 53 | 42.4 |
| Business | 37 | 29.6 |
| Other | 35 | 28.0 |
| Total | <u>125</u> | <u>100.0</u> |

Finally, the frequency distribution of all 125 respondents to the 26 competencies listed in the questionnaire are shown in Table VI.

TABLE VI
FREQUENCY DISTRIBUTION OF RESPONSES
TO THE COMPETENCIES FOR ENTRY
LEVEL MANAGER TRAINEES

| Competency | <u>Essential</u> | <u>Most Desirable</u> | <u>Desirable</u> | <u>Non Essential</u> |
|--------------------------------------------------------------------------|------------------|-----------------------|------------------|----------------------|
| 1. Good communication skills. | 80.8% | 18.4% | 0.8% | 0% |
| 2. Interpret Financial data. | 28.0% | 14.4% | 48.8% | 8.8% |
| 3. Plan Budgets. | 21.6% | 17.6% | 43.2% | 17.6% |
| 4. Forecast future sales and labor requirements. | 25.6% | 25.6% | 33.6% | 15.2% |
| 5. Good Accounting Skills. | 9.6% | 24.8% | 56.8% | 8.8% |
| 6. Professional Conduct. | 80.8% | 17.6% | 1.6% | 0% |
| 7. Leadership Qualities. | 67.2% | 29.6% | 3.2% | 0% |
| 8. Hire Employees. | 20.8% | 38.4% | 37.6% | 3.2% |
| 9. Train Employees. | 28.8% | 41.6% | 28.0% | 1.6% |
| 10. Discipline Employees. | 23.2% | 34.4% | 40.8% | 1.6% |
| 11. Labor Relations. | 20.0% | 20.8% | 49.6% | 9.6% |
| 12. Aware of and comply with State, Federal Local laws governing hotels. | 20.0% | 21.6% | 43.2% | 15.2% |
| 13. Resolve customer complaints. | 48.8% | 41.6% | 7.2% | 2.4% |
| 14. Resolve Employee disputes. | 36.0% | 39.2% | 23.2% | 1.6% |

TABLE VI (Continued)

| Competency | <u>Essential</u> | <u>Most Desirable</u> | <u>Desirable</u> | <u>Not Essential</u> |
|--------------------------------------------------------------------------------|------------------|-----------------------|------------------|----------------------|
| 15. Delegate responsibility. | 35.2% | 28.0% | 31.2% | 5.6% |
| 16. Operate Front office Equipment. | 3.2% | 9.6% | 57.6% | 29.6% |
| 17. Knowledgeable of Front desk operations and Check-in, Check-out procedures. | 6.4% | 20.0% | 55.2% | 18.4% |
| 18. Familiar with Night Audit. | 4.0% | 11.2% | 56.8% | 28.0% |
| 19. Knowledge of F&B Purchase. | 4.8% | 21.6% | 47.2% | 26.4% |
| 20. Plan Menus. | 2.4% | 12.8% | 46.4% | 38.4% |
| 21. Cost Menus. | 4.0% | 11.2% | 42.4% | 42.4% |
| 22. Compute food Yields. | 2.4% | 10.4% | 42.4% | 44.8% |
| 23. Operate food service equipment. | 0.8% | 8.8% | 49.6% | 40.8% |
| 24. Familiar with Dining room operations. | 3.2% | 24.0% | 54.4% | 18.4% |
| 25. Exposure to Housekeeping. | 6.4% | 21.6% | 52.8% | 19.2% |
| 26. Knowledge of Hotel Sales and Marketing. | 20.0% | 28.0% | 40.0% | 12.0% |

The Age of the Hotel General Managers
in relation to their expectations
of Entry level Manager Trainee
Competencies

The chi-square relationship data of the age of the general managers and their responses on entry level competencies are shown in Table VII. With the exception of competency number 5 where the calculated chi-square value far exceeds the critical value, in all other competencies there seems to be no significant difference between the rating of importance of competencies for entry level hotel manager trainees as associated with the age of the hotel general manager. In the case of competency number 5, the ability to demonstrate good accounting skills, from the chi-square tables shown in Appendix C, it is seen that the older general managers considered it to be a more essential competency than the younger general managers. The chi-square value was calculated as being 4.492 and the P-value 0.034. Thus with the exception of competency number 5, where the researcher has to reject the null hypothesis H_1 , for the rest of the competencies, the null hypothesis H_1 has been accepted.

The Number of Years of Experience as
a General Manager in relation to
their expectations of Entry
Level Manager Trainee
Competencies

The data generated from the chi-square analysis of the number of years of experience as a general manager versus their responses on the expected entry level competencies for manager trainees has been shown in Table VIII. The competency numbers 1, 2, 3, 10 and 15 were significant. The chi-square tables are shown in Appendix C. In case of competency numbers 1 (having good communication skills), 2 (ability to interpret financial statements), 3 (ability to plan budgets), 10 (ability to discipline employees), and 15 (ability to delegate responsibility), the general managers with more years of experience at their present position considered these competencies as being essential while those general managers with less years of experience considered these competencies as being less essential. The chi-square values for competencies 1, 2, 3, 10, and 15 were calculated as being equal to 5.081, 4.491, 4.329, 6.785 and 6.748 respectively while their P-values were 0.024, 0.034, 0.037, 0.009, and 0.009 respectively. Thus, in the case of these five competencies the researcher had to reject the null hypothesis H_2 , while with the rest of the competencies there was no significant relationship between the number of years as a general manager and the rating of competencies for entry level manager trainees.

The Level of Education of the General
Managers in relation with their
ratings of the Competencies for
Entry Level Manager Trainees.

The chi-square analysis data for the testing of relationships between the responses of the general managers and their level of education has been presented in Table IX. As can be seen in Table IX, competencies 2, 3, 11, 15, 18, 19 and 25 show significant relationships. The chi-square tables of these competencies are shown in Appendix C. In the case of competency numbers 2 (ability to interpret financial statements), 3 (ability to plan budgets), 11 (show good labor relations knowledge), 15 (ability to delegate responsibility), 18 (familiar with the night audit), 19 (knowledge of F&B purchase), and 25 (strong exposure to housekeeping), the general managers with a more higher level of education (Bachelors degree and above) considered them as being less essential, while those with a lower level of education considered these competencies as being more essential. The chi-square values for competency numbers 2, 3, 11, 15, 18, 19, and 25 were calculated as being equal to 7.101, 4.710, 5.845, 6.473, 6.174, 6.593 and 5.367 respectively while their P-values were 0.008, 0.030, 0.016, 0.011, 0.013, 0.010 and 0.021 respectively. Thus in the case of these competencies with significant chi-square values, the null hypothesis H_3 was rejected. In the rest of the competencies, no significant relationship could be found between the ratings of the competencies for hotel manager

trainees and the level of education of the General managers.
Thus in those cases the null hypothesis H_3 has been
accepted.

TABLE VII
THE AGE OF THE GENERAL MANAGERS IN
RELATION WITH THEIR RESPONSES TO
THE COMPETENCIES FOR ENTRY
LEVEL MANAGER TRAINEES

| Expected Competency | df | Chi-Square Value | Level of Significance |
|---------------------------------------------------------------------------------|----|------------------|-----------------------|
| 1. Good Communication Skills. | 1 | 0.560 | not sig. |
| 2. Interpret Financial Statements. | 1 | 0.001 | not sig. |
| 3. Plan Budgets. | 1 | 0.187 | not sig. |
| 4. Forecast future Sales and Labor requirements. | 1 | 0.915 | not sig. |
| 5. Good Accounting skills. | 1 | 4.492 * | 0.034 * |
| 6. Professional conduct. | 1 | 0.028 | not sig. |
| 7. Leadership qualities. | 1 | 0.012 | not sig. |
| 8. Hire employees. | 1 | 1.189 | not sig. |
| 9. Train employees. | 1 | 1.423 | not sig. |
| 10. Discipline employees. | 1 | 0.591 | not sig. |
| 11. Labor relations knowledge. | 1 | 0.000 | not sig. |
| 12. Be aware of and comply with State, Federal and Local laws governing hotels. | 1 | 0.815 | not sig. |
| 13. Resolve customer complaints. | 1 | 2.979 | not sig. |
| 14. Resolve employee disputes. | 1 | 2.276 | not sig. |
| 15. Delegate responsibility. | 1 | 0.178 | not sig. |

TABLE VII (Continued)

| Expected Competency | df | Chi-Square Value | Level of Significance |
|--------------------------------------------------------------------------------|----|------------------|-----------------------|
| 16. Operate Front office equipment. | 1 | 1.273 | not sig. |
| 17. Knowledgeable of Front desk operations and Check-in, Check-out procedures. | 1 | 0.011 | not sig. |
| 18. Familiar with the Night Audit. | 1 | 0.159 | not sig. |
| 19. Knowledge of F&B purchase. | 1 | 0.093 | not sig. |
| 20. Plan Menus. | 1 | 0.159 | not sig. |
| 21. Cost Menus. | 1 | 0.011 | not sig. |
| 22. Compute Food yields. | 1 | 0.002 | not sig. |
| 23. Operate Food service equipment. | 1 | 0.013 | not sig. |
| 24. Familiar with Dining Room operations. | 1 | 0.283 | not sig. |
| 25. Exposure to Housekeeping. | 1 | 1.341 | not sig. |
| 26. Knowledge of Hotel Sales and Marketing. | 1 | 0.152 | not sig. |

*Level of significance = .05

TABLE VIII
THE NUMBER OF YEARS AS A GENERAL MANAGER
IN RELATION TO THE RATINGS OF THEIR
EXPECTATIONS OF COMPETENCIES FOR
ENTRY LEVEL MANAGER TRAINEES

| Expected Competency | df | Chi-Square Value | Level of Significance |
|------------------------------------------------------------------------------|----|------------------|-----------------------|
| 1. Good Communication skills. | 1 | 5.081 * | 0.024 * |
| 2. Interpret Financial statements. | 1 | 4.491 * | 0.034 * |
| 3. Plan Budgets. | 1 | 4.329 * | 0.037 * |
| 4. Forecast future Sales and Labour requirements. | 1 | 2.994 | not sig. |
| 5. Good Accounting skills. | 1 | 0.818 | not sig. |
| 6. Show Professional conduct. | 1 | 0.786 | not sig. |
| 7. Demonstrate leadership qualities. | 1 | 0.421 | not sig. |
| 8. Hire employees. | 1 | 0.211 | not sig. |
| 9. Train employees. | 1 | 3.673 | not sig. |
| 10. Discipline employees. | 1 | 6.785 * | 0.009 * |
| 11. Good labor relations knowledge. | 1 | 1.005 | not sig. |
| 12. Aware of and comply with State, Federal and Local laws governing hotels. | 1 | 1.435 | not sig. |
| 13. Resolve customer complaints. | 1 | 0.104 | not sig. |
| 14. Resolve employee disputes. | 1 | 2.958 | not sig. |
| 15. Delegate responsibility. | 1 | 6.748 * | 0.009 * |

TABLE VIII (Continued)

| Expected Competency | df | Chi-Square Value | Level of Significance |
|--------------------------------------------------------------------------------|----|------------------|-----------------------|
| 16. Operate Front office equipment. | 1 | 0.025 | not sig. |
| 17. Knowledgeable of Front desk operations and Check-in, Check-out procedures. | 1 | 0.150 | not sig. |
| 18. Familiar with the Night Audit. | 1 | 1.365 | not sig. |
| 19. Knowledge of F&B purchase. | 1 | 2.592 | not sig. |
| 20. Plan Menus. | 1 | 0.447 | not sig. |
| 21. Cost Menus. | 1 | 1.365 | not sig. |
| 22. Compute food yields. | 1 | 0.839 | not sig. |
| 23. Operate food service equipment. | 1 | 0.104 | not sig. |
| 24. Familiar with Dining room operations. | 1 | 3.292 | not sig. |
| 25. Strong exposure to Housekeeping. | 1 | 1.478 | not sig. |
| 26. Sound Knowledge of Hotel Sales and Marketing. | 1 | 0.901 | not sig. |

*Level of Significance = .05

TABLE IX
THE LEVEL OF EDUCATION OF THE GENERAL
MANAGERS IN RELATION TO THEIR
RESPONSES OF ENTRY LEVEL
MANAGER TRAINEE
COMPETENCIES

| Expected Competency | df | Chi-Square Value | Level of Significance |
|------------------------------------------------------------------------------|----|------------------|-----------------------|
| 1. Good Communication skills. | 1 | 2.802 | not sig. |
| 2. Interpret Financial statements. | 1 | 7.101 * | 0.008 * |
| 3. Plan Budgets. | 1 | 4.710 * | 0.030 * |
| 4. Forecast future Sales and Labor requirements. | 1 | 2.644 | not sig. |
| 5. Good Accounting skills. | 1 | 3.540 | not sig. |
| 6. Show Professional conduct. | 1 | 2.802 | not sig. |
| 7. Demonstrate leadership qualities. | 1 | 1.408 | not sig. |
| 8. Hire employees. | 1 | 0.520 | not sig. |
| 9. Train employees. | 1 | 0.113 | not sig. |
| 10. Discipline employees. | 1 | 0.209 | not sig. |
| 11. Good Labor relations knowledge. | 1 | 5.845 * | 0.016 * |
| 12. Aware of and comply with State, Federal and Local laws governing hotels. | 1 | 3.499 | not sig. |
| 13. Resolve customer complaints. | 1 | 1.252 | not sig. |
| 14. Resolve employee disputes. | 1 | 1.560 | not sig. |

TABLE IX (Continued)

| Expected Competency | df | Chi-Square Value | Level of Significance |
|--------------------------------------------------------------------------------|----|------------------|-----------------------|
| 15. Able to delegate responsibility. | 1 | 6.473 * | 0.011 * |
| 16. Operate Front office equipment. | 1 | 0.767 | not sig. |
| 17. Knowledgeable of Front Desk operations and Check-in, Check-out procedures. | 1 | 2.458 | not sig. |
| 18. Familiar with the Night Audit. | 1 | 6.174 * | 0.013 * |
| 19. Knowledge of F&B purchase. | 1 | 6.593 * | 0.010 * |
| 20. Able to plan Menus. | 1 | 1.580 | not sig. |
| 21. Able to cost Menus. | 1 | 0.414 | not sig. |
| 22. Compute food yields. | 1 | 0.196 | not sig. |
| 23. Operate food service equipment. | 1 | 0.138 | not sig. |
| 24. Familiar with Dining room operations. | 1 | 2.103 | not sig. |
| 25. Strong exposure to Housekeeping. | 1 | 5.367 * | 0.021 * |
| 26. Sound knowledge of Hotel Sales and Marketing. | 1 | 1.236 | not sig. |

* Level of significance = .05

With reference to the third part of the questionnaire where the respondents were required to rate the 7 departments of the hotel listed (Front office, Food and Beverage, Banquets and Catering Sales, Room sales and Marketing, Housekeeping, Personnel and Accounting), from 1 to 7, 1 being most essential and 7 being not necessary, no relationship analysis could be performed as many respondents had given values of equal importance to more than one or all the departments listed, instead of 1 to 7, thus causing a bias in the analysis.

Furthermore, even in reporting the frequency distribution, the researcher was advised to report the frequencies of the percentage of respondents that ranked each of the departments as rank 1 only as there were a total of 137 rank 1s while in the case of rank 2 through 7 there were less than 125 responses in each category, which is the total number of responses to the questionnaire. Thus the frequency distributions for rank 2 through 7 were considered to be inaccurate and therefore, in the best interest of the research, not reported.

The frequency distribution of the percentage of respondents who ranked each of the 7 departments listed as number 1 or essential, is shown in Table X. The highest percent of general managers (46.3%) ranked Room sales and Marketing to be the number one area in which manager trainees graduating with a Hotel and Restaurant degree should have a good knowledge.

The lowest percent of general managers (4.9%) considered Accounting to be the most essential skills for manager trainees to possess. Ironically, even in the biased frequency distribution, the majority of the respondents felt Accounting to be a skill not necessary for manager trainees graduating from a University Hotel and Restaurant program to have, ranking it as 7.

TABLE X
FREQUENCY DISTRIBUTION OF THE PERCENTAGE
OF RESPONDENTS WHO RANKED THE SEVEN
DEPARTMENTS OF THE HOTEL AS
NUMBER 1 (MOST ESSENTIAL)

| Departments | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Front Office | 22 | 17.9% |
| Food and Beverage | 18 | 14.6% |
| Banquet and Cater- ing Sales | 7 | 5.7% |
| Room Sales and Marketing | 57 | 46.3% |
| Housekeeping | 8 | 6.5% |
| Personnel | 19 | 15.4% |
| Accounting | 6 | 4.9% |

CHAPTER V

SUMMARY AND RECOMMENDATIONS

In the previous chapter, the data gathered from the questionnaires was analyzed and the results discussed. This research study was undertaken to further understand industry needs from the graduates that they hire from hotel and restaurant schools. Thus, the findings from this study hold implications for curriculum development in university hotel and restaurant programs. Further, the researcher sought to find out if any relationship existed between the age, the number of years at their present position and the level of education of the respondents and their responses to the expected competencies for manager trainees graduating from a university hotel and restaurant program. It was found that but for a few exceptions, in general, competency expectations held by hotel general managers for entry level manager trainees are independent of their age, number of years at their present position as a general manager and their level of education.

Looking at the frequency distribution of the rankings for the 26 job competencies, listed in Table VI, the researcher concluded that the respondents ranked most frequently as being Essential those competencies dealing with interpersonal skills namely communication skills

(Inv 1), professional conduct (Inv 6), leadership qualities (Inv 7) and the ability to resolve customer complaints (Inv 13).

The competencies that the respondents deemed as being Non-Essential were related to technical skills of planning menus (Inv 20), Costing menus (Inv 21), computing food yields (Inv 22) and operating food service equipments (Inv 22). The rest of the inventories fell in between.

These results were further strongly upheld by the opinions generated by some of the general managers to the fourth part of the questionnaire. In this part they were required to put down a few additional thoughts on what they would like to see the university hotel and restaurant schools incorporate into their programs to enable the graduating manager trainees be better equipped to enter the industry. From their opinions generated, the development of good Human relation skills was given the first priority followed by the need for more extended internship programs to act as a buffer before they enter the industry thereby putting their expectations on more realistic levels. Among the other areas of concern expressed were the stressed needs of professional conduct and grooming, marketing skills, patience and the willingness to work from the bottom up. It was pretty much the general consensus of the respondents that the manager trainees entered the industry with a "know-it-all" attitude. They felt that they must come in with a strong desire to learn and firstly develop strong Human

relation skills to get along well with their employees and customers and the rest could be learnt in time.

Based on the findings of his study, the researcher proposes the following recommendations to university hotel and restaurant schools:

1. Curriculum requirements be redesigned to satisfy the current and future needs of the industry. To quote Dean Jerome J. Vallen of the University of Nevada, Las Vegas, from the February 1988 issue of the Hotel and Resort Industry:

We've got to be on the cusp of change, but if we're leading, we can't be so far ahead that no one is going to follow us (page 79).
2. Greater stress be made to develop the interpersonal skills of the students as well as their professional attire and grooming.
3. Extensive Internship programs be developed as a requirement of the curriculum to better equip the graduate with the industry expectations as well as to keep personal expectations at a realistic level.
4. Further research be undertaken to incorporate the inputs from industry professionals in the teaching of curriculum at university hotel and restaurant Schools.

Robert Hayes, a technology - management expert at Harvard Business School sizes up the resulting challenge for academia in the July 13th, 1987 issue of the U.S. News and World Report :

If schools don't respond to the nation's problems in competitiveness, the schools themselves will become irrelevant (page 44).

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APPENDIX A

COVER LETTER FOR THE FINAL RESEARCH INSTRUMENT

School of Hotel and
Restaurant Administration
Room 424 HEW
Oklahoma State University
Stillwater, OK 74078.
20th February, 1989.

Attn: The General Manager,
Hyatt(Marriott) Hotel.

Dear Sir/Madam,

I am a Graduate student at Oklahoma State University doing my thesis on the entry level competencies needed by entry level manager trainees graduating from a University Hotel Restaurant program, as seen by the General Managers of the Hotel Industry.

I have picked the Hyatt(Marriott) Hotels Corporation as my sample because I feel that their success as a leader in the Hospitality industry can only be attributed to their well defined training programs to ensure outstanding professionalism and growth potential of their managers and employees alike.

Further more, I believe you as a General Manager, are the best judge of the required entry level competencies since a Hotel General Manager requires a working knowledge of all aspects of a hotel operation to effectively perform his/her responsibilities.

I would be deeply indebted to you if you would take a few minutes of your valuable time to fill out the enclosed survey and return it back to me at the earliest possible time so as to enable me to successfully complete my thesis and thus contribute in a small way to the continuing success of the Hospitality industry.

For your convenience, a return address with a prepaid postage has been printed on the back of the survey to enable you to simply fold the survey, staple it and mail it. If you are interested in knowing the results, please indicate so and I would be happy to furnish you with the findings.

Thanking You,

Yours Sincerely,

Sunil Rangraj.

APPENDIX B

THE SURVEY INSTRUMENT QUESTIONNAIRE

Hotel General Manager's Professional Profile

Directions: Please indicate your response by putting a check mark () against the statement that best applies to you. Please note that the numbers (1) assigned to each statement are for tabulating and not ranking purposes.

1. Specify your age.

- ____(1) Under 29
- ____(2) 30 - 39
- ____(3) 40 - 49
- ____(4) 50 - 59
- ____(5) 60 and above

2. Number of years in the Hotel Industry.

- ____(1) less than 5
- ____(2) 5 - 10
- ____(3) 11 - 15
- ____(4) 16 - 20
- ____(5) more than 20

3. Number of Years as a General Manager.

- ____(1) less than 5
- ____(2) 6 - 10
- ____(3) more than 11

4. Level of education that you have acquired and the area study.

- ____(1) Did not complete High school
- ____(2) High school Diploma
- ____(3) Associate Degree. Major _____.
- ____(4) Bachelors Degree. Area of study _____.
- ____(5) Masters Degree. Area of study _____.
- ____(6) Doctorate Degree. Area of study _____.

Inventory of Competencies for Hotel Manager Trainees

Directions: For the following statements indicate by checking (), the level of importance that you place on each of the competencies needed by entry level hotel manager trainees. They must:

| | <u>Essential</u> | <u>Most Desirable</u> | <u>Desirable</u> | <u>Non Essen</u> |
|--------------------------------------------------------------------------------------------|------------------|-----------------------|------------------|------------------|
| 1. Have good communication skills and be able to give as well as receive instruction well. | _____ | _____ | _____ | _____ |
| 2. Be able to interpret financial statements. | _____ | _____ | _____ | _____ |
| 3. Have the ability to plan budgets. | _____ | _____ | _____ | _____ |
| 4. Have the ability to forecast future sales and labor requirements. | _____ | _____ | _____ | _____ |
| 5. Demonstrate good accounting skills. | _____ | _____ | _____ | _____ |
| 6. Show professional conduct and mannerisms. | _____ | _____ | _____ | _____ |
| 7. Demonstrate leadership qualities and place importance on organizational objectives. | _____ | _____ | _____ | _____ |
| 8. Have the ability to effectively hire employees. | _____ | _____ | _____ | _____ |
| 9. Have the ability to effectively train employees. | _____ | _____ | _____ | _____ |
| 10. Have the ability to discipline employees. | _____ | _____ | _____ | _____ |
| 11. Have good Labor relations knowledge. | _____ | _____ | _____ | _____ |

| | <u>Essential</u> | <u>Most Desirable</u> | <u>Desirable</u> | <u>Non Essen</u> |
|------------------------------------------------------------------------------------------------|------------------|---------------------------|------------------|----------------------|
| 12. Be aware of and comply with State, Federal and Local laws governing hotels. | _____ | _____ | _____ | _____ |
| 13. Have the ability to resolve customer complaints in a satisfactory manner. | _____ | _____ | _____ | _____ |
| 14. Have the ability to resolve employee disputes. | _____ | _____ | _____ | _____ |
| 15. Be able to delegate responsibility to subordinates. | _____ | _____ | _____ | _____ |
| 16. Be able to operate Front office point of sale equipment. | _____ | _____ | _____ | _____ |
| 17. Be Knowledgeable of Front desk operations and check-in, check-out procedures. | _____ | _____ | _____ | _____ |
| 18. Be familiar with the Night Audit. | _____ | _____ | _____ | _____ |
| 19. Have knowledge of Food and Beverage purchase procedures. | _____ | _____ | _____ | _____ |
| 20. Be able to plan Menus. | _____ | _____ | _____ | _____ |
| 21. Be able to cost Menus. | _____ | _____ | _____ | _____ |
| 22. Be able to compute food yields. | _____ | _____ | _____ | _____ |
| 23. Be able to operate food service equipment. | _____ | _____ | _____ | _____ |
| 24. Be familiar with Dining room operations and styles of service (french, table side, etc.,). | _____ | _____ | _____ | _____ |

| | <u>Essential</u> | <u>Most Desirable</u> | <u>Desirable</u> | <u>Non Essen</u> |
|----------------------------------------------------------------|------------------|---------------------------|------------------|----------------------|
| 25. Have a strong exposure to Housekeeping. _____ | _____ | _____ | _____ | _____ |
| 26. Have a sound knowledge of Hotel Sales and Marketing. _____ | _____ | _____ | _____ | _____ |

Please rank in order of 1 to 7 (1 being most essential and 7 being not necessary), areas in which a Manager trainee graduating with a Hotel - Restaurant Degree should have a good knowledge.

| | |
|-----------------------------|-------|
| Front office | _____ |
| Food and Beverage | _____ |
| Banquets and Catering sales | _____ |
| Room sales and Marketing | _____ |
| Housekeeping | _____ |
| Personnel | _____ |
| Accounting | _____ |

Please put down a few additional thoughts on what you would like to see the University Hotel-Restaurant School incorporate into their program to enable the graduating manager trainees be better equipped to enter the industry. Are there any other areas of knowledge you see essential for these manager trainees to have?

APPENDIX C

CHI-SQUARE TABLES

TABLE OF AGE BY INV5

| AGE | INV5 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 1 | 13 | 41 | 54 |
| | 18.6 | 35.4 | |
| | 1.67376 | .877704 | |
| | 10.40 | 32.80 | 43.20 |
| | 24.07 | 75.93 | |
| | 30.23 | 50.00 | |
| 3 | 30 | 41 | 71 |
| | 24.4 | 46.6 | |
| | 1.273 | .667549 | |
| | 24.00 | 32.80 | 56.80 |
| | 42.25 | 57.75 | |
| | 69.77 | 50.00 | |
| TOTAL | 43 | 82 | 125 |
| | 34.40 | 65.60 | 100.00 |

STATISTICS FOR TABLE OF AGE BY INV5

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|--------|-------|
| CHI-SQUARE | 1 | 4.492 | 0.034 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 4.589 | 0.032 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 3.723 | 0.054 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 4.456 | 0.035 |
| FISHER'S EXACT TEST (1-TAIL) | | | 0.026 |
| (2-TAIL) | | | 0.038 |
| PHI | | -0.190 | |
| CONTINGENCY COEFFICIENT | | 0.186 | |
| CRAMER'S V | | -0.190 | |

SAMPLE SIZE = 125

TABLE OF YRSGM BY INV1

| YRSGM | INV1 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 1 | 3 | TOTAL |
| 1 | 50 | 18 | 68 |
| | 54.9 | 13.1 | |
| | .444874 | 1.87218 | |
| | 40.00 | 14.40 | 54.40 |
| | 73.53 | 26.47 | |
| | 49.50 | 75.00 | |
| 2 | 51 | 6 | 57 |
| | 46.1 | 10.9 | |
| | .530726 | 2.23347 | |
| | 40.80 | 4.80 | 45.60 |
| | 89.47 | 10.53 | |
| | 50.50 | 25.00 | |
| TOTAL | 101 | 24 | 125 |
| | 80.80 | 19.20 | 100.00 |

STATISTICS FOR TABLE OF YRSGM BY INV1

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|--------|-------|
| CHI-SQUARE | 1 | 5.081 | 0.024 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 5.320 | 0.021 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 4.105 | 0.043 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 5.041 | 0.025 |
| FISHER'S EXACT TEST (1-TAIL) | | 0.020 | |
| (2-TAIL) | | 0.039 | |
| PHI | | -0.202 | |
| CONTINGENCY COEFFICIENT | | 0.198 | |
| CRAMER'S V | | -0.202 | |

SAMPLE SIZE = 125

TABLE OF YRSGM BY INV2

| YRSGM | INV2 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 1 | 23 | 45 | 68 |
| | 28.8 | 39.2 | |
| | 1.17967 | .868368 | |
| | 18.40 | 36.00 | 54.40 |
| | 33.82 | 66.18 | |
| | 43.40 | 62.50 | |
| 2 | 30 | 27 | 57 |
| | 24.2 | 32.8 | |
| | 1.40732 | 1.03595 | |
| | 24.00 | 21.60 | 45.60 |
| | 52.63 | 47.37 | |
| | 56.60 | 37.50 | |
| TOTAL | 53 | 72 | 125 |
| | 42.40 | 57.60 | 100.00 |

STATISTICS FOR TABLE OF YRSGM BY INV2

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|--------|-------|
| CHI-SQUARE | 1 | 4.491 | 0.034 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 4.506 | 0.034 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 3.754 | 0.053 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 4.455 | 0.035 |
| FISHER'S EXACT TEST (1-TAIL) | | 0.026 | |
| (2-TAIL) | | 0.046 | |
| PHI | | -0.190 | |
| CONTINGENCY COEFFICIENT | | 0.186 | |
| CRAMER'S V | | -0.190 | |

SAMPLE SIZE = 125

TABLE OF YRSGM BY INV10

| YRSGM | INV10 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 1 | 32 | 36 | 68 |
| | 39.2 | 28.8 | |
| | 1.31179 | 1.78206 | |
| | 25.60 | 28.80 | 54.40 |
| | 47.06 | 52.94 | |
| | 44.44 | 67.92 | |
| 2 | 40 | 17 | 57 |
| | 32.8 | 24.2 | |
| | 1.56494 | 2.12596 | |
| | 32.00 | 13.60 | 45.60 |
| | 70.18 | 29.82 | |
| | 55.56 | 32.08 | |
| TOTAL | 72 | 53 | 125 |
| | 57.60 | 42.40 | 100.00 |

STATISTICS FOR TABLE OF YRSGM BY INV10

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|--------|-------|
| CHI-SQUARE | 1 | 6.785 | 0.009 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 6.887 | 0.009 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 5.871 | 0.015 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 6.730 | 0.009 |
| FISHER'S EXACT TEST (1-TAIL) | | 0.007 | |
| (2-TAIL) | | 0.011 | |
| PHI | | -0.233 | |
| CONTINGENCY COEFFICIENT | | 0.227 | |
| CRAMER'S V | | -0.233 | |

SAMPLE SIZE = 125

TABLE OF YRSGM BY INV15

| YRSGM | INV15 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 1 | 36 | 32 | 68 |
| | 43.0 | 25.0 | |
| | 1.13237 | 1.94472 | |
| | 28.80 | 25.60 | 54.40 |
| | 52.94 | 47.06 | |
| | 45.57 | 69.57 | |
| 2 | 43 | 14 | 57 |
| | 36.0 | 21.0 | |
| | 1.35089 | 2.32001 | |
| | 34.40 | 11.20 | 45.60 |
| | 75.44 | 24.56 | |
| | 54.43 | 30.43 | |
| TOTAL | 79 | 46 | 125 |
| | 63.20 | 36.80 | 100.00 |

STATISTICS FOR TABLE OF YRSGM BY INV15

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|--------|-------|
| CHI-SQUARE | 1 | 6.748 | 0.009 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 6.887 | 0.009 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 5.815 | 0.016 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 6.694 | 0.010 |
| FISHER'S EXACT TEST (1-TAIL) | | 0.008 | |
| (2-TAIL) | | 0.015 | |
| PHI | | -0.232 | |
| CONTINGENCY COEFFICIENT | | 0.226 | |
| CRAMER'S V | | -0.232 | |

SAMPLE SIZE = 125

TABLE OF YRSGM BY INV3

| YRSGM | INV3 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 1 | 21 | 47 | 68 |
| | 26.7 | 41.3 | |
| | 1.20012 | 0.77376 | |
| | 16.80 | 37.60 | 54.40 |
| | 30.88 | 69.12 | |
| | 42.86 | 61.84 | |
| 2 | 28 | 29 | 57 |
| | 22.3 | 34.7 | |
| | 1.43172 | .923082 | |
| | 22.40 | 23.20 | 45.60 |
| | 49.12 | 50.88 | |
| | 57.14 | 38.16 | |
| TOTAL | 49 | 76 | 125 |
| | 39.20 | 60.80 | 100.00 |

STATISTICS FOR TABLE OF YRSGM BY INV3

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|--------|-------|
| CHI-SQUARE | 1 | 4.329 | 0.037 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 4.338 | 0.037 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 3.597 | 0.058 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 4.294 | 0.038 |
| FISHER'S EXACT TEST (1-TAIL) | | | 0.029 |
| (2-TAIL) | | | 0.044 |
| PHI | | -0.186 | |
| CONTINGENCY COEFFICIENT | | 0.183 | |
| CRAMER'S V | | -0.186 | |

SAMPLE SIZE = 125

TABLE OF EDUC BY INV2

| EDUC | INV2 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 3 | 17 | 9 | 26 |
| | 11.0 | 15.0 | |
| | 3.23953 | 2.38465 | |
| | 13.60 | 7.20 | 20.80 |
| | 65.38 | 34.62 | |
| | 32.08 | 12.50 | |
| 4 | 36 | 63 | 99 |
| | 42.0 | 57.0 | |
| | .850786 | .626273 | |
| | 28.80 | 50.40 | 79.20 |
| | 36.36 | 63.64 | |
| | 67.92 | 87.50 | |
| TOTAL | 53 | 72 | 125 |
| | 42.40 | 57.60 | 100.00 |

STATISTICS FOR TABLE OF EDUC BY INV2

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|-------|-------|
| CHI-SQUARE | 1 | 7.101 | 0.008 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 7.060 | 0.008 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 5.963 | 0.015 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 7.044 | 0.008 |
| FISHER'S EXACT TEST (1-TAIL) | | | 0.007 |
| (2-TAIL) | | | 0.013 |
| PHI | | 0.238 | |
| CONTINGENCY COEFFICIENT | | 0.232 | |
| CRAMER'S V | | 0.238 | |

SAMPLE SIZE = 125

TABLE OF EDUC BY INV3

| EDUC | INV3 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 3 | 15 | 11 | 26 |
| | 10.2 | 15.8 | |
| | 2.26814 | 1.46235 | |
| | 12.00 | 8.80 | 20.80 |
| | 57.69 | 42.31 | |
| | 30.61 | 14.47 | |
| 4 | 34 | 65 | 99 |
| | 38.8 | 60.2 | |
| | .595673 | .384062 | |
| | 27.20 | 52.00 | 79.20 |
| | 34.34 | 65.66 | |
| | 69.39 | 85.53 | |
| TOTAL | 49 | 76 | 125 |
| | 39.20 | 60.80 | 100.00 |

STATISTICS FOR TABLE OF EDUC BY INV3

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|-------|-------|
| CHI-SQUARE | 1 | 4.710 | 0.030 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 4.612 | 0.032 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 3.781 | 0.052 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 4.673 | 0.031 |
| FISHER'S EXACT TEST (1-TAIL) | | | 0.027 |
| (2-TAIL) | | | 0.042 |
| PHI | | 0.194 | |
| CONTINGENCY COEFFICIENT | | 0.191 | |
| CRAMER'S V | | 0.194 | |

SAMPLE SIZE = 125

TABLE OF EDUC BY INV11

| EDUC | INV11 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 3 | 16 | 10 | 26 |
| | 10.6 | 15.4 | |
| | 2.74073 | 1.88888 | |
| | 12.80 | 8.00 | 20.80 |
| | 61.54 | 38.46 | |
| | 31.37 | 13.51 | |
| 4 | 35 | 64 | 99 |
| | 40.4 | 58.6 | |
| | .719788 | 0.49607 | |
| | 28.00 | 51.20 | 79.20 |
| | 35.35 | 64.65 | |
| | 68.63 | 86.49 | |
| TOTAL | 51 | 74 | 125 |
| | 40.80 | 59.20 | 100.00 |

STATISTICS FOR TABLE OF EDUC BY INV11

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|-------|-------|
| CHI-SQUARE | 1 | 5.845 | 0.016 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 5.762 | 0.016 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 4.812 | 0.028 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 5.799 | 0.016 |
| FISHER'S EXACT TEST (1-TAIL) | | | 0.015 |
| (2-TAIL) | | | 0.024 |
| PHI | | 0.216 | |
| CONTINGENCY COEFFICIENT | | 0.211 | |
| CRAMER'S V | | 0.216 | |

SAMPLE SIZE = 125

TABLE OF EDUC BY INV15

| EDUC | INV15 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 3 | 22 | 4 | 26 |
| | 16.4 | 9.6 | |
| | 1.88672 | 3.24024 | |
| | 17.60 | 3.20 | 20.80 |
| | 84.62 | 15.38 | |
| | 27.85 | 8.70 | |
| 4 | 57 | 42 | 99 |
| | 62.6 | 36.4 | |
| | 495503 | 850972 | |
| | 45.60 | 33.60 | 79.20 |
| | 57.58 | 42.42 | |
| | 72.15 | 91.30 | |
| TOTAL | 79 | 46 | 125 |
| | 63.20 | 36.80 | 100.00 |

STATISTICS FOR TABLE OF EDUC BY INV15

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|-------|-------|
| CHI-SQUARE | 1 | 6.473 | 0.011 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 7.184 | 0.007 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 5.363 | 0.021 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 6.422 | 0.011 |
| FISHER'S EXACT TEST (1-TAIL) | | | 0.008 |
| (2-TAIL) | | | 0.012 |
| PHI | | 0.228 | |
| CONTINGENCY COEFFICIENT | | 0.222 | |
| CRAMER'S V | | 0.228 | |

SAMPLE SIZE = 125

TABLE OF EDUC BY INV18

| EDUC | INV18 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 3 | 8 | 18 | 26 |
| | 4.0 | 22.0 | |
| | 4.14633 | 0.74321 | |
| | 6.40 | 14.40 | 20.80 |
| | 30.77 | 69.23 | |
| | 42.11 | 16.98 | |
| 4 | 11 | 88 | 99 |
| | 15.0 | 84.0 | |
| | 1.08894 | 195187 | |
| | 8.80 | 70.40 | 79.20 |
| | 11.11 | 88.89 | |
| | 57.89 | 83.02 | |
| TOTAL | 19 | 106 | 125 |
| | 15.20 | 84.80 | 100.00 |

STATISTICS FOR TABLE OF EDUC BY INV18

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|-------|-------|
| CHI-SQUARE | 1 | 6.174 | 0.013 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 5.375 | 0.020 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 4.743 | 0.029 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 6.124 | 0.013 |
| FISHER'S EXACT TEST (1-TAIL) | | | 0.019 |
| (2-TAIL) | | | 0.027 |
| PHI | | 0.222 | |
| CONTINGENCY COEFFICIENT | | 0.217 | |
| CRAMER'S V | | 0.222 | |

TABLE OF EDUC BY INV19

| EDUC | INV19 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 3 | 12 | 14 | 26 |
| | 6.9 | 19.1 | |
| | 3.84302 | 1.37847 | |
| | 9.60 | 11.20 | 20.80 |
| | 46.15 | 53.85 | |
| | 36.36 | 15.22 | |
| 4 | 21 | 78 | 99 |
| | 26.1 | 72.9 | |
| | 1.00928 | 362024 | |
| | 16.80 | 62.40 | 79.20 |
| | 21.21 | 78.79 | |
| | 63.64 | 84.78 | |
| TOTAL | 33 | 92 | 125 |
| | 26.40 | 73.60 | 100.00 |

STATISTICS FOR TABLE OF EDUC BY INV19

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|-------|-------|
| CHI-SQUARE | 1 | 6.593 | 0.010 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 6.093 | 0.014 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 5.372 | 0.020 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 6.540 | 0.011 |
| FISHER'S EXACT TEST (1-TAIL) | | | 0.012 |
| (2-TAIL) | | | 0.022 |
| PHI | | 0.230 | |
| CONTINGENCY COEFFICIENT | | 0.224 | |
| CRAMER'S V | | 0.230 | |

SAMPLE SIZE = 125

TABLE OF EDUC BY INV25

| EDUC | INV25 | | |
|-----------|---------|---------|--------|
| FREQUENCY | | | |
| EXPECTED | | | |
| CELL CHI2 | | | |
| PERCENT | | | |
| ROW PCT | | | |
| COL PCT | 2 | 3 | TOTAL |
| 3 | 12 | 14 | 26 |
| | 7.3 | 18.7 | |
| | 3.06022 | 1.19009 | |
| | 9.60 | 11.20 | 20.80 |
| | 46.15 | 53.85 | |
| | 34.29 | 15.56 | |
| 4 | 23 | 76 | 99 |
| | 27.7 | 71.3 | |
| | .803694 | .312548 | |
| | 18.40 | 60.80 | 79.20 |
| | 23.23 | 76.77 | |
| | 65.71 | 84.44 | |
| TOTAL | 35 | 90 | 125 |
| | 28.00 | 72.00 | 100.00 |

STATISTICS FOR TABLE OF EDUC BY INV25

| STATISTIC | DF | VALUE | PROB |
|------------------------------|----|-------|-------|
| CHI-SQUARE | 1 | 5.367 | 0.021 |
| LIKELIHOOD RATIO CHI-SQUARE | 1 | 5.019 | 0.025 |
| CONTINUITY ADJ. CHI-SQUARE | 1 | 4.290 | 0.038 |
| MANTEL-HAENSZEL CHI-SQUARE | 1 | 5.324 | 0.021 |
| FISHER'S EXACT TEST (1-TAIL) | | | 0.022 |
| (2-TAIL) | | | 0.028 |
| PHI | | 0.207 | |
| CONTINGENCY COEFFICIENT | | 0.203 | |
| CRAMER'S V | | 0.207 | |

SAMPLE SIZE = 125

VITA

Sunil Rangraj

Candidate for the Degree of

Master of Science

Thesis: INDUSTRY EXPECTATIONS OF ENTRY LEVEL COMPETENCIES
FOR HOTEL MANAGER TRAINEES GRADUATING FROM A
UNIVERSITY HOTEL AND RESTAURANT PROGRAM

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